

the Collegian

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Award-winning paper serves BJU for 35 years

Johnathon Smith
COPY EDITOR

The Collegian has informed the campus of Bob Jones University through award-winning journalism throughout 35 years of changing staff members, production methods and publication schedules.

Betty Solomon, who teaches journalism classes in the Division of Communication, has served as The Collegian's faculty adviser since 1987, the year the paper was founded.

"Our purpose is twofold: To serve as a lab for students who want training in journalism ... and also to be of service to the University family, informing them, sometimes entertaining them and learning to create journalism that glorifies God," she said.

Solomon believes the campus newspaper serves as an important historical record for BJU. "I believe it connects us more than we realize," she said.

Bob Whitmore, an early faculty adviser for the student newspaper and a former University employee in Creative Services (now known as Marketing Communications), envisioned that ability to connect students and proposed a newspaper to Dr. Bob Jones III, the president of BJU at the time.

Originally, the administration had some concerns about the paper's staff having an adversarial relationship with the University, but Whitmore was able to reassure Jones.

"If done right, I saw the potential benefit of [The Collegian] being a cohesive, morale-boosting campus-wide informational piece, while giving students hands-on journalistic experience providing the opportunity to build their re-



Over Solomon's 43 years at BJU, she has advised both Vintage and The Collegian, taught courses in both the Division of English Language and Literature and the department of Journalism & Mass Communication and received the Distinguished Servant Award from the Bob Jones University Alumni Association.

Photo: Robert Stuber

sumes," Jones said.

Jones believes that the writing staff has improved since the paper's founding. "Annually, The Collegian and its writers win top honors in competitions where it is entered," he said. "I'm very proud each year when in chapel their successes are heralded."

As a member of the South Carolina Press Association's Collegiate Division, BJU's student newspaper has won many awards over the years. Most recently, The Collegian placed second in the general excellence category; earned the first, second and third place awards for cartoon or illustration and took first place in reporting on arts and entertainment in the 2020 awards.

The Collegian has changed significantly over the past decades, growing from a small biweekly paper produced by 15 students and three faculty advisers to today's award-winning

weekly publication created by 22 students and three faculty advisers.

The paper switched to a weekly publication schedule in 2005's Volume 19 under the leadership of editor in chief Ryan Fisher and copy editor Jeremy Patterson.

As part of a project for the Public Relations Writing course offered by the University, Fisher and Patterson proposed releasing an issue of the paper every week and conducted a survey to determine student interest. "The research was overwhelmingly in favor of having a weekly newspaper," Fisher said.

The process used to produce the paper has also changed since its founding. Originally, the paper was produced using Ready, Set, Go!, a publishing software for early Macintosh models.

After being designed, the various parts of the paper were printed off and pasted

onto boards in the desired layout before being taken to the print shop on campus. Now, The Collegian staff uses Adobe InDesign to create each issue, and the files are sent to the BJU Press for printing.

Recent staff members have shifted the focus of articles in the paper. "We do more stories about what is going on around Greenville, helping to introduce the student body to the area of Greenville [and] what's available to them," Solomon said.

Dave McQuaid, who was the features editor for The Collegian in 1988 before becoming a faculty adviser until 2003, says the newspaper prints more feature articles now because of how the rapid spread of information via the internet has changed journalism.

McQuaid believes the time spent on staff is valuable for students. "All the stuff you learned in jour-

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11/08
2021

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THE WEEK

LECTURES

Dr. Les Ollila will speak at the Stewart Custer Lecture Series Tuesday in Stratton Hall. The final session will be in FMA during chapel.

CONCERT

Dr. Pattye Casarow will conduct a University Singers concert Wednesday at 5:30 p.m. in Stratton Hall.

OUTREACH

The CGO will host a training session at 9:30 a.m. Saturday in the CGO before taking students downtown to share the Gospel for Go Greenville.

TURKEY BOWL

The 74th annual Turkey Bowl will be held Saturday at 6:30 p.m. at Alumni Stadium, followed by the Fall Festival afterparty.



2021 is BJU's 95th anniversary and 75th year in Greenville.
Design: Arianna Rayder

COLUMN



Joanna Scoggins

FORMER CONTENT EDITOR

“It makes me not want to do journalism anymore.”

When I said those words, I was in the middle of my junior year, sitting in *The Collegian* office. I looked over at my editor with tears in my eyes and told her I wanted to quit.

I didn’t quit, but that wasn’t the last time I thought about it. In the throes of a late-night production and a moment of intense discouragement and frustration, I had to answer a very important question.

Why am I a journalist?

When 2020 hit the world like a train, the news became everything. Mass media was the only thing keeping us connected to each other. It let us know the latest numbers of COVID-19 cases, the status of the election, the economic crises and the struggles of quarantines and lockdowns.

Information was the most important commodity during the pandemic, and there was simultaneously too much of it and not enough. So, journalism and the media were blamed, and often rightfully so.

No one knew whom to trust. With conflicting reports and suspicious beliefs that things were being hidden from us or lies were being spread, I heard the words “the media” hissed with disdain, anger, mockery and even hatred from unbelievers and believers alike. Anything anyone didn’t agree with was labeled fake news. Facts and statistics had doubt cast on them because the information was spread by the media. News reporters in print and broadcast got more

Former President Trump and P. T. Barnum have a lot in common. As Barnum said, all press is good press. That philosophy was controversial in Barnum’s day, and, as Trump illustrated throughout his campaigns and presidency, it is still controversial today. By now, some are even willing to say the opposite—all press is bad press, and no media is trustworthy anymore.

What changed from Barnum to Trump? Barnum’s audience had never seen press coverage like the showman attracted. He created pseudo-events organized for the sole purpose of catching the media’s attention. This practice continues today. We watch politicians go on tours and host events we recognize are solely for the press.

Does our understanding of media make us a better audience than the people of Barnum’s day? How well do we understand the process of media?

Without knowing the process of news media, we cannot understand how to discern the difference between good and bad media.

The news profession should be bound by journalistic ethics. If a journalist breaks these rules, she loses all credibility because her work is untrustworthy. To be able to discern between media that does and does not follow the journalistic ethics, we must be a responsible audience of news media. And to do so, we must understand journalistic ethics.

One journalistic ethic is attribution. To write a story, a journalist gathers sources. When she quotes a source, the journalist will always introduce them to the reader to show their credibility. The source has to have some reason for being a source—he may be an eyewitness or an expert in the field. If he isn’t credibly connected to the story, his words aren’t trustworthy.

When we are introduced to a source, we understand his connection to the story from his introduction. But we have the right as the audience to question his credentials. If the source is a doctor talking about COVID-19, we may look him up to find out in what capacity he has worked with the virus. What else has he said about COVID-19?

Is he considered an expert in his field by other doctors? Does he write peer-reviewed journals? Just as the journalist checks her sources, we can ensure the credibility of

attention by insulting politicians than by spreading truth.

It wasn’t about telling the truth. It was about saying what sold, what people wanted to hear. No one

listened to the other side’s opinions without vitriol. Debates were only the exchange of acerbic insults. Demeaning each other was the only way to win an argument.

the story through the people in it.

Another journalistic ethic is accuracy in photos. When gathering sources, the journalist may get pictures either through a photographer or her own camera. The story told through photos is just as important as the story told through the text.

Although she will edit the photos for clarity in whatever medium she plans to use, the journalist will not edit the story the photos tell. If cropping the photo will change the situation presented in the photo, she will not crop it.

For the audience, gauging the accuracy of a photo is difficult. But there are questions we can ask that give us insight about the intention of a photo. What’s missing from the photo? Is there a group or a perspective not pictured? What does the photo add to the story?

For all her accuracy, the journalist’s audience may still accuse her of being biased. In a sense, they would be right. People have their own preconceived notions and opinions, and journalists are people. Asking them not to go into a story with their own opinions would be asking them to deny their humanity. And there are places for opinion in news, such as in columns and editorials.

But like all professionals, journalists understand the difference between their opinions and the story. As she finds sources and researches her story, the journalist will be careful to look at both sides of any issue and do her best to present a balanced view. And while her research gives her the context to write a balanced story, she will have too much to include in one article.

A large part of how journalists choose what to cover is derived from their audience. Often the audience members who rail against the bias of the media are actually directing their attacks against their own bias. We cannot demand coverage of disasters from the media and then dismiss the media for doing so.

When we do want to check the accuracy or bias of a news story, we can look at other sources. Just as quoting only sources who agree presents only one opinion, reading only one news source presents only one side of the story.

We can do better than to let ourselves be irresponsible consumers of the news. And when we do, we become part of the solution to a problem that affects us all. ©

So why did I want to go into this field?

I realized it was because I was angry.

I was absolutely furious and heartbroken, screech-

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The Collegian Editorial

Ethics guide journalism

the Collegian

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>> From **COLUMN** p.2

ing out my frustration against the darkness of the world with all the pent-up rage in my body. When I looked at the state of the world, I came away angry because all I saw was the destructive, incomprehensible stupidity of sin.

Racism. Police brutality. Government corruption. Oppression. Gender wage gaps. Rape. Child abuse. Abortion. Hypocrisy in the church. Poverty. Selfishness. Slavery.

Hatred.
It was everywhere, and I hated it. I hated hatred. That doesn't sound like a bad thing, right? We're supposed to hate sin. With my laptop, pen and paper, I thought I was justified in my anger. I was mimicking Jesus driving the money-changers out of the temple; my whip was just made of words, not cords.

Here's the problem: Jesus was perfect and had every right to drive sinners out of His temple. But I was a self-righteous sinner who thought she had the answer to all the world's problems.

It wasn't that I didn't have the answer to all the world's problems. The answer to all the world's problems is Jesus Christ, and I am beyond blessed to say that I know Him. But my anger-fueled journalism was beginning to fuel a dangerous kind of pride that made me blind to my own faults, while being

condemnatory and unforgiving of the faults of others.

It was exhausting. Anger takes a lot of physical, mental, emotional and spiritual energy. Ephesians 4:26 reads, "Be ye angry, and sin not: let not the sun go down upon your wrath."

My anger might have been justified, but the sin resulting from my anger was not. Eventually, I was drained and discouraged, and when I told my editor that I didn't want to do journalism anymore, I really meant that I didn't want to be angry anymore.

I realized that my motivation for journalism had to change. I could no longer be fueled by anger because in the end it was killing me. But I had to have something to fuel me or I would just quit.

My motivation had to be love.

Not love of myself or my career—that would lead to pride—but a love for Christ that made me love other people. I had to be driven by caring for others, by wanting to see them heal and grow from their hatred rather than letting my anger over their actions lead me to dismiss or condemn them entirely.

Ephesians 6:12 says, "For we wrestle not against flesh and blood, but against principalities, against powers, against the rulers of the darkness of this world, against spiritual wicked-

Word from the Wise

A Biblical Perspective



Pearson Johnson
Director of Student Care

Ministry That Endures

My walk with God directly impacts my work as a counselor and professor. As I serve people in ministry and counseling, I am often helping them navigate significant physical, emotional, theological and spiritual issues.

I desperately need God to be at work in strengthening me and empowering me for serving others. Ministry in our own strength very soon becomes overwhelming.

However, ministering in a 2 Corinthians 1:4 way, out of the overflow of how God is ministering to me personally,

seeing Him work through me, is very encouraging. Only this kind of ministry will endure!

Counseling and teaching allow me to see the power of God's Word and Spirit change people in real time. It is an exciting ministry! We talk about Scriptural sufficiency, and I firmly believe in that, but Scriptural necessity may be a better way to think of this.

Without knowing God's truth and will through His Word, we couldn't adequately address the holistic nature of life issues in this world.

ness in high places." As Dr. Charles Ware said in chapel, I couldn't just curse the darkness. I had to be spreading light.

When I meet other passionate journalists who

want to use their career for God, who want to shake the world awake, this is what I have learned to try to advise. It's easy to destroy rather than build, especially in a field that focuses so

squarely on the bad things in the world.

But while we curse the darkness, let us never forget to spread the light. ©

TALKBACK

What do you plan to do with the skills you've developed working for *The Collegian*?



Vicki Olachea

Editor in Chief

"Learning to work with the varied elements included in a newspaper has given me a good grasp of balancing the big picture with the small details, which will give me a valuable perspective as a writer for any publication."



Johnathon Smith

Copy Editor

"My favorite part of *The Collegian* is helping my writers grow. When I hopefully work in public relations after graduation, I want to continue investing in my coworkers because learning in community helps us all grow together."



Arianna Royder

Design Editor

"I think designing for *The Collegian* has really helped me work on and lead a team. This is a skill I will need for any agency I get into after graduation because designers collaborate on projects all the time."



Melchisidek Dulcio

Web Editor

"Being familiar with WordPress is a marketable skill I can use if I ever want to do something on the side. Even if I don't use those skills that way, it might come in handy if I want to start blogging without building everything from scratch."



Andrew Pledger

Photo Editor

"I plan to use the team and collaboration skills I've gained on *The Collegian* to work with photography clients. And I plan to use the photo editing skills I've gained to be a photo retoucher."

Photos: Melia Covington

PPO aims to bring debate back to BJU

Andrew Thompson

STAFF WRITER

This year the Bob Jones University Public Policy Organization debate team plans to raise awareness about the value of student debate to encourage the discussion of different ideas in a polarized culture.

The organization's current debate team was founded last year, an effort largely driven by recent BJU graduate and former PPO president, Jonathan Valadez. Valadez was passionate particularly about using the organization to bring back student debate and wanted to see it eventually go all the way to intercollegiate status.

eral years ago. Our goal is to give the University an intercollegiate debate team and restore that part of the culture."

The former BJU intercollegiate team debated for over 35 years with its first recorded tournament in 1972 and its last in 2008. Parimi believes a lack of student interest may have been one of the factors that led to the organization's dissolving.

Parimi and his team now wish to champion debate and prove its value to the student body.

"There's been a trend in our culture toward thinking only one way," he said. "Debate forces you to get out of that. In debate, you're

to a wealth of ideas."

Alexander Grupp, a business administration major and the vice president of the PPO, affirmed this. "A lot of people go to their news sources and read only their new sources, and that makes up their entire opinion," he said. "This is part of the reasons why political polarization is where it's at. People do not research the other side."

Parimi wants students to know the benefits of debate for preparing for a professional career.

"For me personally, I'm an English major," he said. "I'm planning on going to law school after I graduate, and I feel so much more prepared to be an attorney because of my participation in debate. Before I started doing debate, I would have never imagined becoming an attorney because I couldn't even speak publicly without freezing up and feeling dizzy."

Zachary Smith, a freshman English and history double major member of the new debate team, has seen the team's ability to train students first-hand.

"We want to develop a team that can compete at an intercollegiate level, and we want to develop debaters who will be able to compete with the best of other colleges," he said. "Debate is something that develops communication and critical thinking. I would encourage everyone to join something like debate. It will



Grupp joined the leadership of the PPO this semester.

Photo: Hannah Guell



PPO members practice parliamentary debate, which gives participants a short time to prepare remarks before arguing.

Photo: Hannah Guell

The current president of the PPO, senior English major Naryan Parimi, echoes this sentiment. "The team is not intercollegiate yet," he said. "We're trying to work toward that. There used to be such a team sev-

forced to argue one side that you don't necessarily believe in. Generally, what happens is you have a topic with two sides, and you are selected to argue for one side randomly. This process really opens your mind

change you."

Because of the organization's focus, many of the debates will center on political issues. "We see in the world today that a lot of people have strong opinions about politics, but they don't necessarily do that much to actually get involved," Smith said. "Do you know how to influence people? Do you know who your state representative is? Can you call them and have a conversation about an issue you care about?"

Currently the debate team is holding debates exclusively among members of the PPO.

Parimi and the team are focused on spreading the word about the impor-

ance of the team around campus. "[Intercollegiate status] is in the administration's hands," he said. "I think it's something the school really needs. I think it's something every university needs. We are focused mainly on building interest within the student body to show how needed it is."

"Everyone has a voice, and everyone's voice deserves to be heard," he said. "Developing this skill in order to make your voice heard whenever you need it to be heard is something that everyone can use." ©

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nalism class came to life because you actually had to be prepared to go interview somebody who was more important than you were and things like that," he said.

Although most of the modern elements of the paper were in place when it was founded, a few have been added over the years, including comic strips. In 1990, Chad Frye introduced the first cartoon to *The Collegian*.

"I always went to the comics section first, and this newspaper didn't have one," he said. "Nothing was poking fun at campus life." Frye also worked on the production crew laying out the paper.

In the past, advertisements, the paper's main source of revenue, took up a lot of space in *The Collegian*, but now the administration pays for printing costs directly.

The paper's staff originally released issues on Thursdays. In 2007, however,

The Collegian switched its publication day to Fridays, starting with Volume 21. With this year's Volume 35, Monday became the new release day.

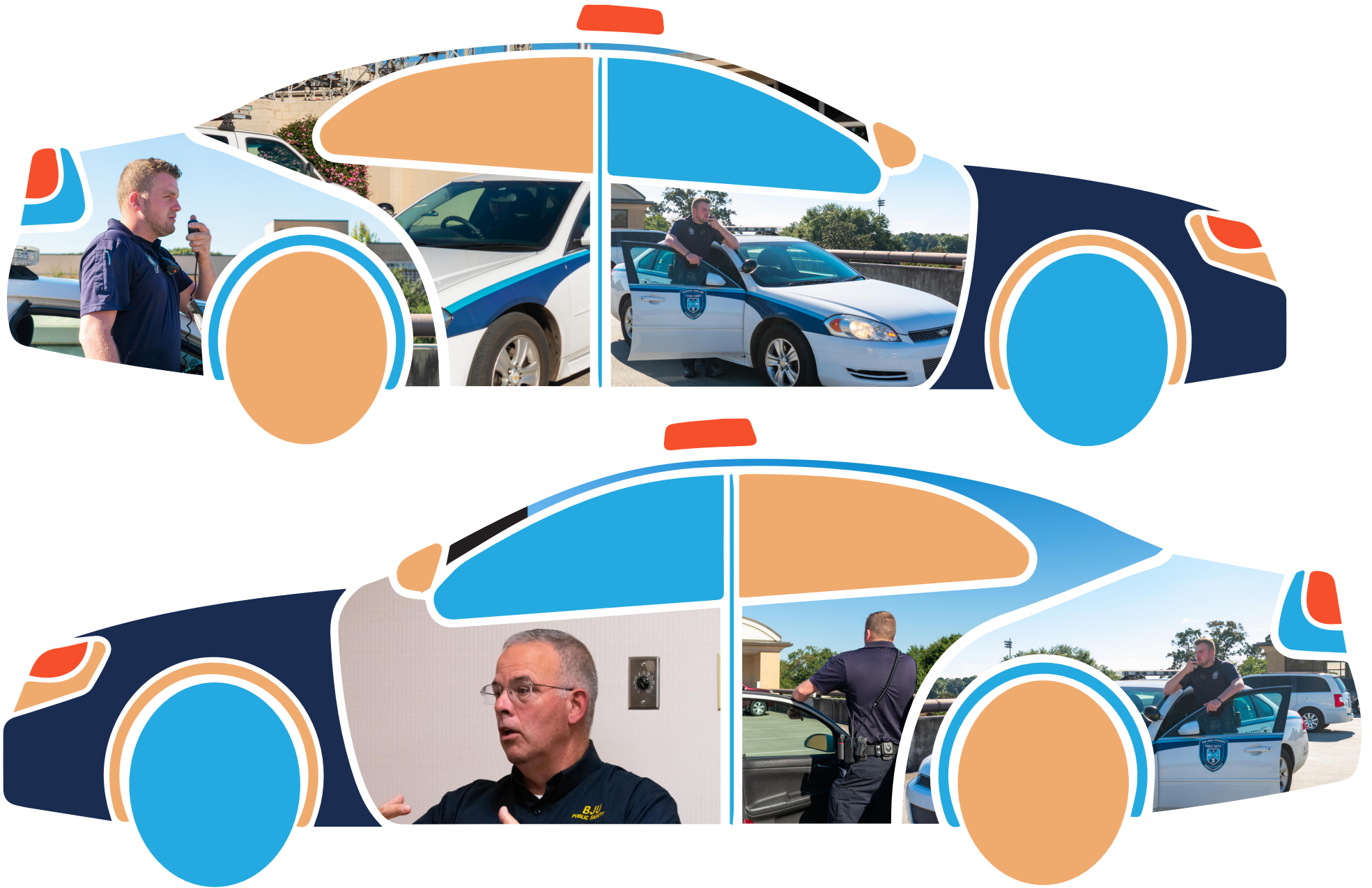
Despite these and many other changes, the paper still provides the same practical experience for students as when it was founded. "We want the student staff to be the leaders, to take responsibility, to do the hard work, ... and those are skills you will use in the workplace," Solomon said. ©



Bound issues of *The Collegian* from 1987 to 2018 have been collected by the BJU Archives and made available in the Mack Library.

Photo: Robert Stuber

Public Safety, Communications collaborate to boost campus safety



Photos: Melia Covington

Erin del Toro

STAFF WRITER

Public Safety and BJU Communications collaborate with one another to prepare for the possibility of a variety of emergency circumstances, including weather threats and active shooter situations.

David Champ, commander of Public Safety, said Public Safety sends all its officers through training for different types of emergencies. “Each of our officers [has] to go through SLED training, [which stands for] South Carolina Law Enforcement Division,” Champ said. “To become a security officer, they all have to go through that type of training.”

Public Safety also does training on campus in preparation for possible emergency events.

“About three weeks ago, we had a training session

with [Bob Jones] Academy ... faculty and staff regarding active shooters,” Champ said. “So we went to the Academy and gave a presentation to them regarding an active shooter [situation] and how to respond to that,” he said.

“And during the summer, we had the opportunity of training with the Greenville City Police Department in an active shooter situation,” Champ said. “We’re planning some training again with the Academy and with the usher crew on some medical, first responding-type incidents, should something occur.”

Champ said the way security personnel and law enforcement officers view active shooter situations has changed since Columbine, a mass shooting that occurred in April 1999 at Columbine High School in Colorado.

He said before this par-

ticular shooting the tactic usually taken by law enforcement was to wait and eventually send a SWAT team in to get the shooter. But since Columbine, that mindset has changed.

“[Law enforcement] has realized now that you have to go in: you can’t stop, you can’t stay,” Champ said. “So if there were an active shooter situation on our campus ... our staff officers who are armed [are] going to be the first ones to respond to that.”

Champ also said not only local law enforcement, but also possibly federal law enforcement would arrive on campus to assist in neutralizing the threat of an active shooter.

Carol Keirstead, chief communications officer for Bob Jones University, said BJU’s communication with students in an emergency is twofold. “The lead communication would be

the emergency notification system. That goes first to your cell phone and then it would go to your email,” Keirstead said.

“Depending upon what the emergency is and how much we have to say about it, we could follow that up [with] an email,” she said. “But most of the time an emergency notification is sufficient.”

Keirstead said in the case of an active shooter situation, BJU would want to use the emergency alert system because that system would communicate most quickly with the student body and faculty and staff. “In that situation we’d probably send a series of communications because people would be really concerned,” Keirstead said.

Bryan Stock, a student Public Safety officer, said Public Safety provides training for its student officers. “We actually ar-

rive a week early every semester, and they’ll put us through CPR and AED first aid courses for infant, adult and child,” Stock said. “They put us through what’s called SLED training ... so we’ll go through and learn all about the laws and things like that.”

“Public Safety frequently responds to medical emergencies for students or faculty, fire alarms at campus buildings and vehicle accidents on campus,” he said.

Students and faculty can find resources for emergency communication and training online at home. bju.edu/emergency-procedures/.

These resources include a link to update emergency contact information, BJU’s 2015 emergency operations plan and a 20-minute video, “Shots Fired on Campus,” which details how students should react in an active shooter situation. ©

Reflections from Past Editors

Hannah Bray

STAFF WRITER



Vol. 1, No. 1
First Issue was released on a Friday, but following issues were released Thursdays

9-18-1997

Vol. 19, No. 1
The Collegian moves to a weekly release

9-14-2007

Vol. 21, No. 12
The Collegian releases its first color issue

9-20-2021

10-9-1987

Vol. 11, No. 1
First issue published both online and in print

9-15-2005

Vol. 21, No. 1
The Collegian switches to a Friday publication day

11-30-2007

Vol. 35, No. 1
The Collegian publishes on Monday for the first time

The '90s brought a number of changes to *The Collegian*, including the paper's first comic and the introduction of Valentine's Day classifieds, a reader favorite.

During the paper's second year, Talk-back was introduced and quickly became a staple of the publication.

In 1994, *The Collegian* experienced its first major design overhaul, adding section divisions and a number of new columns and segments.

Ethan House

STAFF WRITER

Volume 15 of *The Collegian* changed the design of the paper to feature a full-page picture, usually related to one of the inside stories, on the front cover and a photo story on the back, a format that continued from Sept. 2001 to May 2007.

From 2008 to 2013, *The Collegian* underwent a flurry of small layout changes before settling on a format similar to the one in use today.

Volume 1, No. 1

Photo: Robert Stuber



After years of reporting on presidential candidates' campaign stops at BJU, *The Collegian* covered George Bush's visit, the last time a successful presidential candidate came to campus, on Feb. 17th, 2000.

Beginning with Turkey Bowl I in 1998, the paper released a special edition covering the event for the next several years before moving to a smaller, booklet-sized sports guide in 2001.

Design changes over the decades

Photo: Andrew Pledger



Little Moby's Post

Years before *The Collegian* was created, the Alumni Association of Bob Jones College (as BJU was known at the time) saw the need for a way to keep alumni in contact with each other.

To meet this need, in 1942 the organization launched *Little Moby's Post*, a 4-page bulletin updating alumni on other graduates' activities and new improvements on campus.

Readers of the short publication, which was not originally published at regular intervals, could subscribe to it for \$1 a year. *Little Moby's Post* ended in 1954.

Internships offer alternatives for experience, job opportunities

Kirsten Oss

STAFF WRITER

Career Services works with Bob Jones University students to help them find internships that align with their major, interests and future careers, such as with business majors who can now substitute an internship for a course elective.

Shawn Albert, the director of Career Services, and Feaby Vera Cruz, the assistant director of internships and employment, work to ensure that internships meet BJU’s standardized policies.

“There has to be at least 40 hours of internship or internship-related duties for every [academic] credit,” Albert said. “One of the others is you need to be in a structured work environment, and there needs to be somebody there who is mentoring the intern.”

Internships for credit also have a minimum of six weeks to help students manage the time requirement.

“With a three-credit class, it would be 135 hours for an internship,” Vera Cruz said. “But we don’t want you completing that in two weeks. We want you to draw it out to have time to reflect and think about things that you’re working on.”

But the students must meet certain requirements to qualify for an internship for credit, including finishing 60 credits with 15 taken through BJU.

“And then there’s their department requirements that varies by department,” Vera Cruz said. “So some departments may have a GPA requirement, some of them might say you have to take a certain course first before you can do your internship for credit. You have to make sure you meet all those qualifications.”

Once a student meets the qualifications, Career Services steps in to connect the student with an internship.

“All of our programs have an internship catalog number in our undergraduate catalog,” Albert said. “So talk with the internship coordinator for your program, find out if there’s anything particular that you need to know and then begin to search for an internship that will help you reach your professional goals.”

The business major program uses internships to reenforce their education as well as professional goals the students have.

Dr. Robert Hucks, the chair of the Division of Management in the School of Business, works with business majors as they navigate their major and their internships.

“We transitioned to allowing an internship to be a substitute for an upper-level business elective, and then one can be used for a general elective,” Hucks said. “We actually allow up to 6 hours for internships.”

Now an internship is required for business majors to graduate.

“The evolution of the internship has been synchronized with our communication efforts for incoming students, as well as upper-classmen,” Hucks said.

Internships offer confirmation and guidance to students about their intended professions.

“You hear students’ stories every once in a while about someone who majored in something, thought they’d love it, had no practical experience, got out there in the work world and discovered [they] really don’t like this,” Albert said. “One in particular was a chemistry major who found that they really didn’t like spending all day in the laboratory.”

“There was a marketing graduate who told me that he wished he had taken a graphic design course, but if he had had an internship earlier on in his college career, he would have seen graphic design is import-

ant for [his] field, taken the course and then he’d have been better prepared once he had this full-time position,” Vera Cruz said.

Internships also provide pathways to future careers.

“You can hit the ground running and add value to your employer a whole lot sooner because you bring some value and some experience,” Albert said. “It also allows some employers to do internships to test drive a future employee [in their own business].”

And internships reenforce the education provided at BJU.

“An internship should be a key educational experience that connects your education to the work world in a very practical way,” Albert said. “We want our students to get internships that are lining up with what they intend to do long term.”

Katie Butler, a senior kinesiology major, started



The Center for Credentialing & Education has recognized Albert as a Board Certified Coach with an emphasis on career coaching.

Photo: Esther Young

an internship this semester that aligns with both her major and future interests.

“An internship helps you get a first-hand feel for what a certain job is like,” Butler said. “It is very helpful if you do not have any first-hand experience, and it can help you gain confidence in your skills and gives you an opportunity to use what you have learned [rather] than just studied in

books.”

Students can help prepare for life after graduation by thinking about internships, a bridge between the classroom and the work force.

“It’s not too early to think about internships,” Vera Cruz said. “So let’s start exploring, talking to people, networking, discovering yourself and what you want to do.”

sudoku

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